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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Life Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Life Academy.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Life Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2023-2024 School Plan for Student Achievement (SPSA)

School: Life Academy
CDS Code: 1612590130575
Principal: Aryn Bowman & Alykhan Boolani
Date of this revision:

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Aryn Bowman & Alykhan Boolani **Position:** Co-Principals
Address: 2101 35th Avenue **Telephone:** 510-534-0282
Oakland, CA 94601 **Email:** aryn.bowman@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on:

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Life Academy

Site Number: 335

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/30/2023

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|--|

Signatures:

<p><u>Aryn Bowman & Alykhan Boolani</u> <i>Principal</i></p>	<p><u>Aryn Bowman</u> Signature</p>	<p><u>5/30/2023</u> Date</p>
<p><u>Rodrigo Sandoval Perez</u> <i>SSC Chairperson</i></p>	<p><u>Rodrigo Sandoval-Perez</u> Signature</p>	<p><u>5/30/23</u> Date</p>
<p><u>Vanessa Sifuentes</u> <i>Network Superintendent</i></p>	<p> Signature</p>	<p><u>6/6/23</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u>Lisa Spielman</u> Signature</p>	<p><u>6/6/23</u> Date</p>

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: Life Academy

Site Number: 335

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/21/2023	SSC and SELLS combined	Shared rationale and overview of plan. Held SSC vote for approval of Title 1 and Title 4 expenditures.
2/23/2023	Instructional Leadership Team	Shared overview of the SPSA. Garnered feedback from the ILT (just about 1/3rd of our faculty)
3/1/2023	Parent Academy (weekly parent meeting)	Shared overview of the SPSA. 13 parents in attendance.
2/22/2023	Faculty Council	Shared overview of the SPSA. Garnered feedback from the FC (6 faculty members)

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$382,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,229,806.24

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$150,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$38,600	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,000	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$321,850	TBD
21st Century Community Learning Centers (Title IV #4124)	\$218,870	TBD	After School Education and Safety Program (ASES #6010)	\$174,820	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$10,000	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$102,566	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$209,100	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$382,870	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$846,936	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,229,806
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Life Academy

School ID: 335

School Description

Do you love science? Are you thinking of working in the medical field one day? Do you think you would do well at a small school with a family-like feel where all adults on campus know how to best support you? Then Life Academy is the school for you! Established in 2001, Life Academy is one of the last small public schools in OUSD for grades 6-12. Located in the San Antonio neighborhood, Life Academy provides students with a rigorous academic experience focused on Health and Bioscience. We aim to prepare students to become future health professionals and are committed to providing authentic learning experiences through summer programs, project-based learning, field trips, and an extensive internship program focused on health and science. At Life Academy, all 8th, 11th and 12th graders participate in an internship with a health and bioscience focus. Furthermore, we partner with the Peralta Colleges to provide a Medical Assisting program where students can earn an MA certificate and receive college credit. Our students find it very useful, as they can work as an MA and go to college at the same time. At the heart of our program, however, is Advisory. Every student is paired with an Advisor that they meet with twice a day. Advisors are the students' primary advocates on campus; they communicate with other teachers and make sure that parents are informed. Many students say that their Advisory is like family. It is this type of caring and loving community that we aim to create in order to ensure that our students are successful in their lives after Life. We are excited to welcome you into our Life Academy family!

School Mission and Vision

Life Academy seeks to dramatically interrupt patterns of injustice and inequity for underserved communities in Oakland. Through transformative learning experiences focused on Health, Medicine and Bioscience, students are engaged in learning and inspired to acquire the skills needed to succeed in college and careers in the medical field.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
50.9%	49.1%	30.0%	0.2%	1.6%	0.2%	95.1%	19.3%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
4.9%	0.5%	89.0%	3.8%	0.0%	0.5%	0.0%	1.1%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.

English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-49	n/a	-26.7	<i>not available until Fall 2023</i>	-35.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	25.7%	31.4%	<i>not available until Fall 2023</i>	35.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-120.7	n/a	-75.4	<i>not available until Fall 2023</i>	-100.0
CAST (Science) at or above Standard	All Students	12.4%	n/a	17.0%	<i>not available until Fall 2023</i>	33%
Graduation Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	88.1%	100.0%	91.5%	<i>not available until Fall 2023</i>	100%
On Track to Graduate: 9th Grade	All Students	55.2%	53.1%	72.1%	<i>not available until Fall 2023</i>	60.0
On Track to Graduate: 11th Grade	All Students	72.7%	52.2%	0.0%	<i>not available until Fall 2023</i>	65.0
A-G Completion	All Students	88.5%	96.0%	83.3%	<i>not available until Fall 2023</i>	100.0
College/Career Readiness <i>*2018-19 baseline</i>	All Students	74.6%	n/a	n/a	<i>not available until Fall 2023</i>	TBD

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: Students who begin Life Academy as below standard will grow by one performance band over the course of 3 years (i.e. 6th graders beginning Life at below standard as measured by the SBAC, will grow by one performance band by their 8th grade SBAC).

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-129.2	n/a	-126.0	<i>not available until Fall 2023</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-131.4	n/a	-95.8	<i>not available until Fall 2023</i>	-120.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	37.0%	43.5%	<i>not available until Fall 2023</i>	3700.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-206.4	n/a	-155.9	<i>not available until Fall 2023</i>	-190.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-193.3	n/a	-137.3	<i>not available until Fall 2023</i>	-175.0

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	2.0%	0.0%	12.2%	<i>not available until Fall 2023</i>	20.0%
LTEL Reclassification	Long-Term English Learners	1.3%	0.0%	12.5%	<i>not available until Fall 2023</i>	20.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: Life Academy's chronic absenteeism rate will continue to decrease by 7 percentage points per year until we are able to attain our pre-COVID number of 15% chronic absenteeism.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	62.3%	0.0%	61.7%	<i>not available until Fall 2023</i>	65.0%
Out-of-School Suspensions	All Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	15.3%	13.9%	32.2%	<i>not available until Fall 2023</i>	20.0%
Chronic Absenteeism	African American Students	40.0%	48.3%	54.5%	<i>not available until Fall 2023</i>	20.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: Life Academy will maintain 80% of their staffing each school year.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	67.7%	78.8%	75.9%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Life Academy has a strong college readiness focus, and all staff are bought into the work of ensuring all students graduate A-G and ready to attend university. This collective mindset is strong and an asset. We have strong reading intervention programming in 6-9, and have developed a cogent approach to ensuring all students are supported in growing as readers.</p>	<p>We have cultivated a strong staff wide mindset around the role and importance of reaching and teaching students to read using direct instruction (SIPPS, SPIRE, etc). This mindset work was laborious, but finally we have developed the collective understanding that we all responsible for teaching reading and literacy across discipline. With this mindset we have been able to also work with people to integrate literacy in their content areas This mindset and collective responsibility are the root causes of this area of strength.</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>We have increased our support for English Language Learners through Designated - ELD classes. Additionally, we have a strong ELL leadership team that regularly collects and examines data to monitor the growth of our ELLs. We hold twice yearly workshops for families of the process of redesignation and we celebrate redesignation for students and families with a yearly banquet.</p>	<p>Funding specifically for D-ELD has allowed us to increase our designated ELD offerings. We also were able to find an experienced ELD teacher to join our team, and they have brought skill and wisdom to this role. Furthermore, we have spent professional learning time focused on academic language, and have taken the time to understand the ELPAC and what it is asking of students. 100% of our 6-8 grade students have a reading class that is specifically tailored to their growth edge and needs, from beginning/basic literacy to advanced reading. This homogenous approach has supported students in growing from where they are through specific skill instruction in addition to their general education ELA course.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Life Academy hosts weekly family engagement workshops on a variety of topics. These are well attended and consistent. We also host twice annual family conferences so all families at Life meet with their child's advisor twice per year regarding their academic and social emotional strengths and needs. Title I Parent funds will be used to provide translation services for parent meetings. This year we also integrated a Black Excellence dinner to celebrate our Black students. This brought in a historically underserved population of our Black families and should be continued and built upon.</p>	<p>We have focused on improving our engagement of Black families, and when we focus on something and set goals around it, we usually have the capacity to improve it. We have a long way to go, but this is a strong restart and we will continue to build.</p>

<i>LCAP Goal 4: Staff Supports</i>	Life Academy's staff has been supported through excellent instructional coaching and strong and effective professional learning to grow towards teacher developed and OETF aligned goals. School leadership is responsive, kind and possesses follow through and detail orientation.	The ability to have 2 full time coaches on our staff from 2021 through 2023 has allowed for a strong focus on teaching and learning. This expanded bandwidth to focus on instruction has been essential as we have rebuilt from distance learning. School leadership also dedicates 5 hours per week to be in classrooms so that leaders have a strong pulse on instruction across the school which can then inform professional development foci, teacher evaluation and budgetary decision making.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Life Academy continues to have low SBAC performance in both Math and ELA, most dramatically in Math.	The root cause of low math performance is multidimensional. Even before COVID and distance learning we had issues with math performance, and these were only exacerbated with the minimal amount of instructional time offered during the 20-21 school year. The lack of coverage of the major work of mathematics has since snowballed. Students have major gaps in their learning that have not been fully addressed due to instructional time, staffing and quality instruction. Since COVID we have continued to struggle to re-align and ensure that all students are being met where they are through differentiation and quality teaching/instruction. Title I - student funding 1.5 FTE (5 teachers) will support growth in this focus area.
<i>LCAP Goal 2: Focal Student Group Supports</i>	40% of our ELLs are consistently growing according to ELPAC data. However, in 2021-22, another third of our English Learners were flat and did not show growth according to ELPAC. Another 13% slid and performed less well than they did in the previous year.	This challenge of ELLs not growing or sliding on ELPAC performance is due to a variety of complex factors including a lack of consistent D-ELD instruction, an inconsistent experience with literacy integration across disciplines, and most likely, a lack of strong framing for students as they took the ELPAC.
<i>LCAP Goal 3: Student & Family Engagement</i>	Our support of Black students and families is inadequate. We need to continue to focus on supporting Black families and ensuring that Black students feel seen, heard and responded to at Life Academy.	We currently have only 3 Black staff members (none of whom are in the classroom). A lack of representation can make it less likely for families to want to engage with Life Academy.

<i>LCAP Goal 4: Staff Supports</i>	Finding and maintaining strong teachers remains a challenge. We have had a high rate of teacher turnover since 2019 (some of it good!) but it remains a challenge to continue to build towards our school's goals when we have a constant influx of 1st year teachers.	Root causes for staff turn over include: misalignment with school vision, compensation in OUSD relative to other surrounding districts, conditions for teaching and learning within our school.
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1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Of course we have resource inequities - we are a city that, within our public school system, primarily serves low income youth of color. At least a third of our 6th graders come in reading at or below the 3rd grade level, this is one reflection of the depth of inequity we must grapple with. Staffing remains another around of inequity. Often highly qualified teachers choose to work in higher paying districts nearby, leaving us to scramble to find any teacher, let alone a highly qualified one. We seek to mitigate these and all the nequities with the resilience and grit that we tackle all issues. We work hard, train hard, teach hard and seek to ensure we are using our resources in the most effective ways possible.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Life Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Overall we have been implementing all SPSA strategies with some level of fidelity. We have made progress in the following, notable ways:

- Strong instructional coaching for all teachers provided by 2 full time coaches.
- Creating a positive 6-12 identity that is linked to our pathway (health and bioscience) through teacher leader development and more intentional, sequenced activities to engage students in the varied themes that fall within our pathway.
- Continued, strong and successful literacy work that uses data to drive student intervention at the 6th, 7th, 8th, 9th and 10th grade levels.
- Provisioning of credit recovery opportunities through extended day and embedded in the day to ensure that students off track toward high school graduation have multiple opportunities to make up the needed credits.
- Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education
- Implementation of Interim Assessment Blocks in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Our investment in coaching staff has yielded excellent results. Strong coaching and professional development for teachers in all content areas has been provided this year, specifically coaching based on standards and data analysis from assessments to determine areas of need so we can address unfinished learning.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Not significant changes. More of the same work toward the same goals.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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CLASSIFIED OVERTIME	Student Connectedness to School	Support with family meetings, translation, home visits, to discuss with families a variety of important topics including student achievement, student assessment data, student attendance and student discipline data.	When we are able to address monolingual Spanish speaking families in their home language their understanding of the issues at hand (including student achievement, student assessment data, student attendance and student discipline data) increases by 100%. This also increased parent satisfaction with their experience at the school, adding to the overall feeling that "Life Academy is a school that cares about building with and supporting families" (stated in Parent Academy meeting on 2/21/23).	Continue funding our clerical staff to translate/make home visits and calls
CONSULTANT CONTRACTS	Student Connectedness to School	Rigorous Love is an organization that provides Life Academy with coaching around our organizational systems and structures for transformative discipline and also provides case management services to 7 of our most gang impacted youth.	<p>What research shows us is that "school connectedness" is an important protective factor that promotes the health and well-being of students. The Center For Disease Control states that students who feel more connected to school are less likely to engage in risky behaviors (violence, sexual health, and substance use) and less likely to have emotional distress and thoughts of suicide among adolescents.</p> <p>In the 22-23 school year Life Academy partnered with Rigorous Love to provide case management services to some of our most "at promise" students in order to ensure that they are connected to a trusted adult, that they are offered a space for processing, connection and care, and that they are supported in healthy choice making. The services provided by Rigorous Love have connected some of our gang impacted youth to weekly sessions with culturally congruent mentors that have shown to increase student connection to school, and decrease risky behaviors (specifically marijuana use crime ranging from petty to more serious theft).</p>	Given the increase in attendance and engagement among the students partnering with Rigorous Love case managers, we will continue in this consultant contract. We hope to see the students served continue their steady growth toward high school graduation.

Teacher	SBAC ELA Distance from Standard Met	Teacher	Having teachers in all classrooms is baseline although not to be taken for granted. Combined Life Academy administration and coaches observed all 28 classroom teachers an average of 22 times in the 22-23 school year and collected significant data through 5 instructional rounds focused on our problem of practice. We can see that teachers funded through Title 1 have a set of instructional practices that are growing, and this is reflected in our interim assessment sata (IABs) where 80% of students are mastering 80% of tested strands.	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.
Teacher	SBAC Math Distance from Standard Met	Teacher	Having teachers in all classrooms is baseline although not to be taken for granted. Combined Life Academy administration and coaches observed all 28 classroom teachers an average of 22 times in the 22-23 school year and collected significant data through 5 instructional rounds focused on our problem of practice. We can see that teachers funded through Title 1 have a set of instructional practices that are growing, and this is reflected in our interim assessment sata (IABs) where 80% of students are mastering 80% of tested strands.	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.
Teacher	SBAC ELA Distance from Standard Met	Teacher	Having teachers in all classrooms is baseline although not to be taken for granted. Combined Life Academy administration and coaches observed all 28 classroom teachers an average of 22 times in the 22-23 school year and collected significant data through 5 instructional rounds focused on our problem of practice. We can see that teachers funded through Title 1 have a set of instructional practices that are growing, and this is reflected in our interim assessment sata (IABs) where 80% of students are mastering 80% of tested strands.	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.

Teacher	SBAC Math Distance from Standard Met	Teacher	Having teachers in all classrooms is baseline although not to be taken for granted. Combined Life Academy administration and coaches observed all 28 classroom teachers an average of 22 times in the 22-23 school year and collected significant data through 5 instructional rounds focused on our problem of practice. We can see that teachers funded through Title 1 have a set of instructional practices that are growing, and this is reflected in our interim assessment sata (IABs) where 80% of students are mastering 80% of tested strands.	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.
Teacher	LTEL Reclassification	Teacher	Having teachers in all classrooms is baseline although not to be taken for granted. Combined Life Academy administration and coaches observed all 28 classroom teachers an average of 22 times in the 22-23 school year and collected significant data through 5 instructional rounds focused on our problem of practice. We can see that teachers funded through Title 1 have a set of instructional practices that are growing, and this is reflected in our interim assessment sata (IABs) where 80% of students are mastering 80% of tested strands.	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.
Teacher	LTEL Reclassification	Teacher	Having teachers in all classrooms is baseline although not to be taken for granted. Combined Life Academy administration and coaches observed all 28 classroom teachers an average of 22 times in the 22-23 school year and collected significant data through 5 instructional rounds focused on our problem of practice. We can see that teachers funded through Title 1 have a set of instructional practices that are growing, and this is reflected in our interim assessment sata (IABs) where 80% of students are mastering 80% of tested strands.	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Life Academy

School ID: 335

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:

Our priorities are to maintain a graduation rate that is above 86%, an A-G completion rate above 70%, FAFSA/Dream Act completion rate of 100% and pathway participation at 100%

School Theory of Change:

If we continue to focus on providing all students with one on one academic counseling supports, program all students for a A-G aligned course trajectory and ensure Tier 1-3 supports and attend to SEL needs, we can maintain strong HS completion rates and strong college going data.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Credit recovery taught for Life and Physical science content areas	Provisioning of credit recovery opportunities through extended day and embedded in the day	Master schedule, A-G and graduation rates		Tier 3
1-2	Teaching of College Writing in the senior year.	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	Master schedule, A-G and graduation rates		Tier 1
1-3	Teachers will engage in department unpacking of curriculum in order to support strong implementation	Support for teachers in using adopted, standards aligned curriculum in ELA 6-12, Science 6-12, Math 6-12.	PD Agendas, Coaching agendas		Tier 1
1-4	Teachers will administer IABs and will engage in conversations about IAB results to adjust instruction	Use of data to drive instructional choices (IABs, SRI, CAASP, etc). Collaborative conversations to improve practice	IAB results Agendas for IAB analysis		Tier 1

1-5	Coaching and support of Tier 1 instruction in all classes	Continued investment in our two full time instructional coaches	PD Agendas, Coaching agendas		Tier 1
1-6	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness)	Curricular support, master scheduling considerations to ensure inclusion of all 11th grade students, and to ensure access to on-site internships is possible.	Internship in Master Schedule Internship placement documents		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%
School Theory of Change:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Present at workshops around academic programs, issues, and topics	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	Parent Academy agendas Parent Academy calendar		Tier 1
2-2	Be present and in support of family meetings to share their classroom actions in support of these assessments	Hold pre-SBAC, Pre-SRI and pre_ELPAC family meetings so that families can understand the role of these tests, especially for reclassification	Agendas from ELPAC family meeting Agendas from SBAC family meeting		Tier 1

2-3	Be present and connect with African American, API, and SWANA families	Hold listening campaigns for informed targeting African-American, API, and SWANA families	Photos, agendas from events		Tier 1
2-4		Admin complete and submit School Site Safety Response Plan and Discipline Matrix	Completed Safety plan		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Students and families are welcomed, safe, healthy, and engaged.
School Theory of Change:	Continue to hold weekly Parent Academy gatherings for families to learn 1) about the academic expectations of the school and the language used to talk about these i.e. SBAC, Reclassification, SRI, etc and 2) to foster a sense belonging and support among families at Life
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Credit recovery taught for Life and Physical science content areas	Provisioning of credit recovery opportunities through extended day and embedded in the day	Master schedule, A-G and graduation rates		Tier 2
3-2	Teaching of College Writing in the senior year.	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	Master schedule, A-G and graduation rates		Tier 1
3-3	Teachers will engage in department unpacking of curriculum in order to support strong implementation	Support for teachers in using adopted, standards aligned curriculum in ELA 6-12, Science 6-12, Math 6-12.	PD Agendas, Coaching agendas		Tier 1

3-4	Teachers will administer IABs and will engage in conversations about IAB results to adjust instruction	Use of data to drive instructional choices (IABs, SRI, CAASP, etc). Collaborative conversations to improve practice	IAB results Agendas for IAB analysis		Tier 1
3-5	Coaching and support of Tier 1 instruction in all classes	Continued investment in our two full time instructional coaches	PD Agendas, Coaching agendas		Tier 1
3-6	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness)	Curricular support, master scheduling considerations to ensure inclusion of all 11th grade students, and to ensure access to on-site internships is possible.	Internship in Master Schedule Internship placement documents		Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	All teachers will use the Common Core Standards and the Understanding by Design framework to plan strong, grade level appropriate units that support the growth of students				
School Theory of Change:	If teachers are trained and supported to understand and unpack the standards and to put them into action using the Understanding by Design framework then students will be engaged in daily lessons that allow them to autonomously make sense of and transfer their learning through authentic performance, leading to stronger understanding and mastery of content				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021. 5 more teachers will attend the Standards Institute in the summer of 2022.	Prioritize funding teachers to attend the Standards Institute	Invoicing for Standards Institutes	Students who begin Life Academy as below standard will grow by one performance band over the course of 3 years (i.e. 6th graders beginning Life at below standard as measured by the SBAC, will grow by one performance band by their 8th grade SBAC).	Tier 1
4-2	All new teachers will participate in summer onboarding modules	New to Life teachers will attend summer on-boarding PD with school leaders to ensure that they understand the process of unit design using Understanding By Design.	Agendas from onboarding activities	Life Academy will maintain 80% of their staffing each school year.	Tier 1
4-3	Teachers will work with assigned coach and learn to unpack standards	All coaching of teachers will be rooted in CCSS/NGSS standards. These will be referred to and used as guide posts in conversations and planning around instruction.	Coaching load documents Coaching agendas	Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.	Tier 1
4-4	Administration of IABs in classes	Implementation of Interim Assessment Blocks 3 times per year in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning	IAB results Agendas for IAB analysis	Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Safety and Sense of Belonging for Black Students and Family
School Theory of Change:	If we 1) increase our Black student population at the school through better recruitment; 2) increase our recruitment and hiring of Black staff members; 3) ensure that Black students feel heard and see themselves at home in our community, then Black students will feel safe and at home at Life Academy.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration around work with Black students	Agendas from Black Excellence Planning team Agenda from CSSPP Implementation team		
5-2	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	Agendas from Black Excellence Planning team Agenda from CSSPP Implementation team		
5-3	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	Agendas from ILT planning for equity focused conversations		

5-4		Recruitment and Hiring of more Black instructional staff members	Recruitment efforts		
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:	80% of Life students entering in 6th grade will reclassify by spring of 10th grade through strong reading growth (as measured by the SRI) and attention to the writing, speaking and listening skills required for reclassification.
School Theory of Change:	If we continue to invest in maximizing LLI in the middle grades and if we focus on CCSS aligned instruction including integration of grade level complex text we will increase student achievement in reading and writing.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	The prioritization of funding to create a strong literacy program and staff small classes for reading	Master Schedule Literacy Team PD Agendas	Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.	Tier 1
6-2	In addition to their core content classes, teachers teach small sections of reading classes (6:1) in which they use data to focus on the needed areas for each student's growth in reading	Shift in middle grades master schedule to increase the opportunities for students to be served through literacy intervention programming	Master Schedule Literacy Team PD Agendas	Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.	Tier 2

6-3	Administration of the AVANT test to all bilingual juniors/seniors	Support seniors who might qualify for the Seal of Biliteracy in completing all requirements to show that they have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.	AVANT Testing Rosters Seal of Biliteracy Roster	Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.	Tier 2
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PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contract	\$18,870	21st Century Community Learning Centers (Title IV, Part B)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Credit recovery taught for Life and Physical science content areas	335-1
Consultant	\$200,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	335-2
Extended Contract	\$20,000	After School Education & Safety (ASES)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	LTEL Reclassification	Present at workshops around academic programs, issues, and topics	335-3
Subagreement over \$25K	\$129,820	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-4
Consultant	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	In addition to their core content classes, teachers teach small sections of reading classes (6:1) in which they use data to focus on the needed areas for each student's growth in reading	335-5
Extended Contract	\$26,545	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Be present and connect with African American, API, and SWANA families	335-6
Coordinator, Work-Based Learning	\$79,178	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator, Work-Based Learning	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Curricular support, master scheduling considerations to ensure inclusion of all 11th grade students, and to ensure access to on-site internships is possible.	335-7
Case Manager	\$31,856	California Community Schools Partnership Program	2405	Clerical Salaries	2900	Case Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration around work with Black students	335-8

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$132,421	California Community Schools Partnership Program	2405	Clerical Salaries	4220	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 9th Grade	Coaching and support of Tier 1 instruction in all classes	335-9
Meeting Refreshments	\$3,000	California Partnership Academies (CPA)	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration around work with Black students	335-10
Conference Expense	\$7,000	California Partnership Academies (CPA)	5220	Conference Expense	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will engage in department unpacking of curriculum in order to support strong implementation	335-11
Prof/Contract Services	\$44,670	California Partnership Academies (CPA)	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Present at workshops around academic programs, issues, and topics	335-12
Admission	\$23,000	California Partnership Academies (CPA)	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	335-13
Extended Contract	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Multiple Years Below Grade Level	Coaching and support of Tier 1 instruction in all classes	335-14
STIP Teacher	\$80,057	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9021	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	In addition to their core content classes, teachers teach small sections of reading classes (6:1) in which they use data to focus on the needed areas for each student's growth in reading	335-15

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books	\$3,000	LCFF Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Support seniors who might qualify for the Seal of Biliteracy in completing all requirements to show that they have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.	335-16
Supplies	\$11,100	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	In addition to their core content classes, teachers teach small sections of reading classes (6:1) in which they use data to focus on the needed areas for each students growth in reading	335-17
Uniforms	\$17,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Be present and connect with African American, API, and SWANA families	335-18
Dues & Membership	\$1,500	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Credit recovery taught for Life and Physical science content areas	335-19
Rentals Facility	\$6,000	LCFF Discretionary	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers will administer IABs and will engage in conversations about IAB results to adjust instruction	335-20
Teacher, Structured English Immersion	\$35,271	LCFF Supplemental	1105	Certificated Teachers' Salaries	2836	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	LTEL Reclassification	Be present and connect with African American, API, and SWANA families	335-21
Teacher, Structured English Immersion	\$44,641	LCFF Supplemental	1105	Certificated Teachers' Salaries	7927	Teacher, Structured English Immersion	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021. 5 more teachers will attend the Standards Institute in the summer of 2022.	335-22

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$45,436	LCFF Supplemental	1105	Certificated Teachers' Salaries	2663	Teacher, Structured English Immersion	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021. 5 more teachers will attend the Standards Institute in the summer of 2022.	335-23
Teacher, Structured English Immersion	\$46,355	LCFF Supplemental	1105	Certificated Teachers' Salaries	7762	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Coaching and support of Tier 1 instruction in all classes	335-24
Teacher, Structured English Immersion	\$76,034	LCFF Supplemental	1105	Certificated Teachers' Salaries	9450	Teacher, Structured English Immersion	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Coaching and support of Tier 1 instruction in all classes	335-25
Extended Contract	\$27,257	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	The prioritization of funding to create a strong literacy program and staff small classes for reading	335-26
Case Manager	\$31,856	LCFF Supplemental	2405	Clerical Salaries	2900	Case Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Coaching and support of Tier 1 instruction in all classes	335-27
Supplies	\$15,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CAST (Science) at or above Standard	Support for teachers in using adopted, standards aligned curriculum in ELA 6-12, Science 6-12, Math 6-12.	335-28

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Librarian	\$73,252	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7492	Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	The prioritization of funding to create a strong literacy program and staff small classes for reading	335-29
Teacher, Structured English Immersion	\$18,542	Measure G1	1105	Certificated Teachers' Salaries	3455	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	The prioritization of funding to create a strong literacy program and staff small classes for reading	335-30
Teacher, Structured English Immersion	\$18,542	Measure G1	1105	Certificated Teachers' Salaries	7763	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	The prioritization of funding to create a strong literacy program and staff small classes for reading	335-31
Case Manager	\$63,712	Measure G1	2405	Clerical Salaries	2900	Case Manager	0.50	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Coaching and support of Tier 1 instruction in all classes	335-32
Supplies	\$1,770	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Administration of IABs in classes	335-33
Teacher, Structured English Immersion	\$16,233	Measure N	1105	Certificated Teachers' Salaries	7927	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Credit recovery taught for Life and Physical science content areas	335-34
Teacher, Structured English Immersion	\$33,044	Measure N	1105	Certificated Teachers' Salaries	2663	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will engage in department unpacking of curriculum in order to support strong implementation	335-35

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$42,906	Measure N	1119	Certificated Teachers on Special Assignment Salaries	6895	11-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Coaching and support of Tier 1 instruction in all classes	335-36
Extended Contract	\$25,000	Measure N	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teaching of College Writing in the senior year.	335-37
Counselor	\$11,810	Measure N	1205	Certificated Pupil Support Salaries	1793	Counselor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness)	335-38
Principal High School Small	\$45,655	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6304	Principal High School Small	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will engage in department unpacking of curriculum in order to support strong implementation	335-39
Clerical Salaries Overtime	\$10,000	Measure N	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Be present and in support of family meetings to share their classroom actions in support of these assessments	335-40
Supplies	\$20,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Coaching and support of Tier 1 instruction in all classes	335-41
Strategic Carryover	\$15,011	Measure N	4391	Carryover, Prior Year	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021. 5 more teachers will attend the Standards Institute in the summer of 2022.	335-42

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Facility Rental	\$15,000	Measure N	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	New to Life teachers will attend summer on-boarding PD with school leaders to ensure that they understand the process of unit design using Understanding By Design.	335-43
Consultant Contract	\$15,000	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will enage in department unpacking of curriculum in order to support strong implementaion	335-44
Prof/Contract Services	\$20,000	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Coaching and support of Tier 1 instruction in all classes	335-45
Teacher, Structured English Immersion	\$9,271	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	7762	Teacher, Structured English Immersion	0.10	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Hold pre-SBAC, Pre-SRI and pre-ELPAC family meetings so that families can understand the role of these tests, especially for reclassification	335-46
11-Month Classroom Teacher on Special Assignment (TSA)	\$67,451	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	8786	11-Month Classroom Teacher on Special Assignment (TSA)	0.48	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Coaching and support of Tier 1 instruction in all classes	335-47
Dues & Membership (Renaissance)	\$13,549	Salesforce Principal Innovation Fund	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Support for teachers in using adopted, standards aligned curriculum in ELA 6-12, Science 6-12, Math 6-12.	335-48
Consultants (Wrights)	\$9,729	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-49

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultants	\$4,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	In addition to their core content classes, teachers teach small sections of reading classes (6:1) in which they use data to focus on the needed areas for each students growth in reading	335-50
Teacher, Structured English Immersion	\$10,623	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3921	Teacher, Structured English Immersion	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.	Coaching and support of Tier 1 instruction in all classes	335-51
Teacher, Structured English Immersion	\$16,233	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7927	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Each year, Life Academy students in grades 6-12 will meet their reading growth goal by May as measured by SRI and/or iReady.	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness	335-52
Teacher, Structured English Immersion	\$35,271	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2836	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Life Academy's chronic absenteeism rate will continue to decrease by 7 percentage points per year until we are able to attain our pre-COVID number of 15% chronic absenteeism.	Teachers will engage in department unpacking of curriculum in order to support strong implementation	335-53

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$37,084	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7762	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Life Academy's chronic absenteeism rate will continue to decrease by 7 percentage points per year until we are able to attain our pre-COVID number of 15% chronic absenteeism.	Teachers will engage in department unpacking of curriculum in order to support strong implementation	335-54
Teacher, Structured English Immersion	\$50,689	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9450	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students who begin Life Academy as below standard will grow by one performance band over the course of 3 years (i.e. 6th graders beginning Life at below standard as measured by the SBAC, will grow by one performance band by their 8th grade SBAC).	Teaching of College Writing in the senior year.	335-55

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$99	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Students who begin Life Academy as below standard will grow by one performance band over the course of 3 years (i.e. 6th graders beginning Life at below standard as measured by the SBAC, will grow by one performance band by their 8th grade SBAC).	Teaching of College Writing in the senior year.	335-56
Extended Contract	\$729	Title IV, Part A Student Support & Academic Enrichment	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students who begin Life Academy as below standard will grow by one performance band over the course of 3 years (i.e. 6th graders beginning Life at below standard as measured by the SBAC, will grow by one performance band by their 8th grade SBAC).	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness)	335-57

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$9,271	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Life Academy's chronic absenteeism rate will continue to decrease by 7 percentage points per year until we are able to attain our pre-COVID number of 15% chronic absenteeism.	Teaching of College Writing in the senior year.	335-58



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Life Academy of Health & Bioscience

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- *The staff at Life Academy is dedicated to providing quality instruction for the students.*
- *Teachers have designed core certifications for each course that are used to assess student growth. These certifications have been culled from the California standards and teachers have created authentic assessments in order to track student progress. This data will be correlated with SBAC and PSAT data in order to validate the academic program of the school.*
- *We will use the adopted curricula in ELA 6-8, Math 6-11 and science 6-11 in order to ensure we are aligned to the Common Core State Standards*
- *Students will take the Reading Inventory 3 times per year and be given opportunity to reflect on their progress as readers*
- *Providing students immediate feedback on standards aligned assignments*

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- *Inviting all families to attend the weekly Parent Academy meetings where there will be learning opportunities regarding academic success of their students (i.e. reclassification, how to support your child as a reader, etc)*
- *Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student's academic growth.*

- *Specific affinity group opportunities for family dinners such as Black Family dinner, API family dinner, in order to engage families on topics relevant to their students and to listen and learn from families what they need for their students.*

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- *Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.*

The school communicates to families about the school's Title I, Part A programs by:

- *Including summary of Title 1 meeting and activities in our newsletter which will be sent out via Parent Square*

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- *Holding parent workshops in Parent Academy on Interim Assessments, the SBAC testing, Reading inventory and the ELPAC.*
- *Holding optional parent observations of classes each fall and spring so that parents can be welcomed into classrooms and learn some of the lenses used to observe and give feedback to teachers on their practice.*

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- *Sending information on Parent Square*

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- *Inviting families to take part in classroom observations*
- *Inviting families to Parent Academy workshops, all of which have translation offered*

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- *Holding weekly workshops via Parent Academy on a variety of topics that will support families in supporting their children.*

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- *Involving parents in reviewing our Strategic Plan and offering Life Academy feedback as to how to advance towards our academic and SEL goals for students*

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- *Weekly Parent Academy workshops and other after school workshops on specific, relevant topics.*
- *Parent Conferences held twice per year, scheduled around the family needs.*

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- *Involving parents in reviewing our Strategic Plan and offering Life Academy feedback as to how to advance towards our academic and SEL goals for students*

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- *Offering families the opportunity to engage with the SELLS, SSC and Parent Academy, all of which are offered to families in their home language*

The school provides support for parent and family engagement activities requested by parents by:

- *Using Title 1 Parent funds for specific requested workshops and activities.*

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- *Using Title 1 Parent funds for specific requested workshops and activities.*
- *Providing translation into Spanish of all family oriented meetings.*

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the School Site Council of Life Academy of Health & Bioscience on August 23, 2022 and will be in effect for the period August 23, 2022 - the end of May 2023. The school will distribute this policy to all parents on or before September 30, of the current school year via Parent Square communication and our monthly newsletter communication.

Name of Principal

Aryn Bowman, co-principal

Signature of Principal

Aryn Bowman

SSC Chair

Rodrigo Sandoval-Perez, SSC Chair

Signature of SSC Chair

Rodrigo Sandoval-Perez

Date

August 23, 2022

Please attach the School-Parent Compact to this document.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact 2022-2023

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-2023 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

The staff at Life Academy is dedicated to providing quality instruction for the students. Teachers have designed core certifications for each course that are used to assess student growth. These certifications have been culled from the California standards and teachers have created authentic assessments in order to track student progress. This data will be correlated with SBAC and PSAT data in order to validate the academic program of the school.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student's academic growth.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Life Academy and our parent leaders will support our parents to get access to Aeries Parent Portal so that parents can get weekly updates to their students grades, assignments and course progress. If parents opt into the online program, they will

receive updates in their home language. The Family Resource center will provide training for families so that they can access the online grading program.

4) Provide parents reasonable access to staff.

Staff are regularly available before school, during lunch, after school, and during Conference Periods to meet with parents as needed. Appointments can be scheduled by contacting the main number (510) 510.534.0280 or by contacting the teacher/Advisor directly if contact information has been made available. Most conferences take place at Life Academy. When circumstances require it, staff will meet with parents at their homes or other agreed upon location.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents may volunteer, participate, and observe classroom activities whenever they are available. This is strongly encouraged at Life Academy as parents are seen as essential partners. Life Academy parents support the morning breakfast program, lunch supervision, and an active safety patrol that creates safe zones for students to come to school.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Life Academy staff will provide parents with the following workshops each year in an effort to support them in best supporting their students:

*Reclassification for English Language Learners
High School Graduation Requirements and A-G Requirements
FAFSA and Dream Act Completion//Cash for College Workshops
Intervention Meetings for 9th Graders Off Track by January
Intervention Meetings for 10th Graders Off Track by October*

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Life Academy staff will use Parent Square to communicate with families regularly about their child's academic progress, and when appropriate, their behavior. This communication is in the home language. When needed we will call families in their home language to discuss issues such as referrals for behavior or students in danger of failing classes.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

1. *I will send my child to school on time every day*
2. *I will make sure that my child gets adequate sleep and has a healthy diet. I understand that Life Academy provides free breakfast and lunch for all students.*
3. *I will provide a quiet place and time for my child to do homework, and I will review the homework.*
4. *I will promptly respond to messages from my child's school.*
5. *I will attend Back to School Night, Parent-Advisor –Student Conferences, Open House, Exhibition Nights, Certification Defenses, and other school events.*
6. *I will help my child's school however possible.*
7. *I will sign in at the office when visiting my child's school.*
8. *I will read to my child or have my child read for at least 20 minutes every day.*
9. *In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected.*
10. *I will limit the amount my child watches television.*
11. *I will limit taking vacations when school is in session.*
12. *I will support the dress code and school rules.*
13. *I will take notice of progress reports and sign them to maintain communication with the school.*

This Compact was adopted by Life Academy and will be in effect for the period of August 24, 2022 to the end of May 2023

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022

Aryn Bowman
(Principal's Signature)

8/23/2022
(Date)

Rodrigo Sandoval-Perez
(20-21 SSC Chair's Signature)

8/23/2022
(Date)



Strategic Resource Planning (SRP)

Life Academy of Health & Bioscience
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Rodrigo Sandoval Peres
Vice Chairperson:	William Juang
Secretary:	Aryn Bowman

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Aryn Bowman	x					
Rodrigo Sandoval Perez		x				2nd
William Juang		x				2nd
Sam Solomon		x				1st
Nicole Trujillo			x			2nd
Luz Hernandez				x		1st
Carmen Ledon				x		1st
Gernardo Molina				x		1st
Durran Riley					x	1st
Douglas Ramos					x	1st
Kaitlyn Le					x	2nd
Rebecca Fulop		x				1st

SSC Meeting Schedule: (Day/Month/Time)	Wednesday mornings 9am
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
4 Parents/Community Members
1 Student (at least)